

## Lesson Plan – Interfaith Dialogue in Your School

The following lesson plan is a suggestion of how some of the resources contained in this unit could be incorporated into a 60-minute class period for a high-school age class. There are many other themes and teaching opportunities found in this unit of resources which would take more classroom-time to explore with your students.

**Goal:** To explore Rabbi Sacks’ approach to interfaith dialogue, and compare this to the approach of other thinkers.

### **1-10 minutes: Opening Activity**

Inform your students that the school has decided to enforce a rule that every student must spend some class-time learning about other religions, and they will also have opportunities to meet students of their own age from other faith communities. Encourage your students to share their immediate reaction to this news.

If your school already does this, then you can reverse the decision and inform your students the school has decided to terminate this policy.

### **11-29 minutes: Preparing for the Debate**

If the number of students who are for and against this decision are fairly equal, then allow your students to group themselves. If there are not two clear groups, then allocate students into 2 groups, in the for and against camps. Ask your students to formulate arguments for their position, based on the sources found in the online resources on this unit (see sections: ‘Sources from Contemporary Jewish Thinkers’, and ‘Texts from the Writings of Rabbi Sacks’)

### **30-50 minutes: Presentations**

Give each group ten minutes to present their argument. They should try to incorporate supporting sources they have examined in their presentations.

### **51-58 min: Discussion**

Have each group present what they learned about the theme from the longer sources, and how that impacts their own understanding and practice of Shabbat.

### **59-60 min: Summing Up**

Summarise Rabbi Sacks’ stance, and what you think his position would be on this question. If your own opinion, or the opinion of the school, differs from that of Rabbi Sacks, explain how and why.